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FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF UTAH.
PRELIMINARY EDITION.

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THE UTAH DEPARTMENT OF EDUCATION HAS PREPARED THIS CURRICULUM GUIDE FOR FOREIGN LANGUAGE STUDY IN ELEMENTARY SCHOOLS (FLES) FOR THE BENEFIT OF THOSE DISTRICTS WISHING TO INITIATE SUCH A PROGRAM. THE MAIN BODY OF THIS BULLETIN IS DIVIDED INTO TWO SECTIONS, THE FIRST DISCUSSING FLES MERITS, DRAWBACKS, AND OBJECTIVES, AND CURRICULUM PLANNING, STRESSING ARTICULATION AND CONTINUITY. THE SECOND PART, ON METHODS AND TECHNIQUES FOR TEACHING FLES, DETAILS SPECIFICALLY LESSON PLANS, DIALOG, PATTERN PRACTICE, READING, WRITING, MATERIALS, AND ACHIEVEMENT EVALUATION. A DIRECTORY OF SOURCES FOR SUPPLEMENTARY MATERIALS ACCOMPANIES THE SUGGESTED DIFFERENT TECHNIQUES TEACHERS MIGHT USE FOR STIMULATING LANGUAGE LEARNING. THE TWO SECTIONS OF THE BIBLIOGRAPHY DEAL WITH FLES PROGRAMS IN UTAH, AND MATERIAL RELATIVE TO FLES METHODS AND TECHNIQUES. (SS)

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**FOREIGN LANGUAGES IN
THE ELEMENTARY SCHOOLS
OF UTAH**

(Preliminary Edition)

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Salt Lake City, Utah - 1966**

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FOREWORD

Foreign language in the elementary school has been a significant curriculum topic for discussion during the past decade. There is no question of the desirability of providing foreign language instruction for pupils in the elementary grades; but once provision is made for initial experiences, continuity of learning for those who want to continue their study of the subject becomes a vital concern. The factors limiting provision for continuity are administrative in nature. The inadequate supply of properly prepared teachers is especially critical.

For those districts that are prepared to move ahead in foreign language in elementary schools, this tentative curriculum guide is made available to enable teachers and administrative-supervisory personnel to conduct programs on a sound basis. In addition to giving rationale for foreign language in the elementary school, the publication provides guidelines for administrative considerations, program decisions, identification of objectives, and program articulation. It also provides detailed suggestions on methodology.

Those developing the guide have given earnest and sustained effort to the task. The endeavor has been a cooperative one, including participation of representatives from local districts and the Office of the State Superintendent of Public Instruction.

LERUE WINGET
Deputy Superintendent
for Instruction

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GUIDE TO FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF UTAH

Introduction

Since the beginning of the FLES* movement in Utah in the middle 1950's enrollments in foreign language in the elementary school have fluctuated. However, steady growth has been in evidence since the early 1960's. During the school year 1964-65, there were over 7,000 elementary school children involved in studying a foreign language. An official statement by the Division of Elementary and Secondary Education of the Utah State Board of Education is needed to offer counsel and leadership to a program of instruction of this size.

This statement is presented to (1) point out the major values for including foreign languages in general education, (2) outline some of the controversial issues involved in FLES, and (3) provide basic guidelines for FLES instruction to those districts which choose to include foreign languages in the elementary program of studies.

Justification for Foreign Language Instruction in General Education

There can be no question as to the need for and the importance of foreign languages in our society today. Dr. Sterling M. McMurrin of the University of Utah expressed it succinctly when he said, "In education for the world of today and tomorrow, a world in which the barriers that separate men and nations must be torn down, there is no substitute for involvement with another culture. To learn another language is to acquire the vehicle by which we can overcome our provincialism and cultural isolation and achieve an understanding of the life of those who before were foreign to us"

Robert E. Streeter, Dean of the Division of Humanities at the University of Chicago, eloquently described the need for foreign languages. "Men who know only their native language are trapped in time and isolated in space. Real mastery of another language opens windows on the broad world of ideas and art as no other single human activity can do."

In numerous areas of human endeavor languages are an absolute necessity. A bulletin published by the U.S. Military Academy of West Point in 1964 pointed out that American scientists, statesmen, and economists are often handicapped in their attempts to compete for the minds of men because Americans so often do not have the command of language that other people in all parts of the world have. The Massachusetts Institute of Technology pointed out in one of its bulletins that "the knowledge of foreign language is always desirable and frequently essential for the future scientist and engineer Foreign languages are a necessary part of the training of those who aspire to responsible leadership."¹

Reasons for FLES

There is some controversy as to whether foreign language instruction should begin in the elementary school. Proponents say that foreign language education should be included in the elementary school because this

*FLES is the abbreviation for Foreign Languages in the Elementary Schools.

instruction will assist the school in achieving its major objectives. "The program of education in elementary schools of Utah is based upon the consideration of the characteristics and needs of every student together with the needs of the local, state, and national and world cultures."² In order to live in the modern world, children will need to be aware of other cultures and other people. They will have to understand that people speak differently and have different ways of thinking and interpreting their environment. The need for understanding different peoples is of major importance in the world today.

Many of the communities of Utah are basically and traditionally functioning as monoculturally oriented societies. This situation requires specific measures to counteract. One of the more effective ways to enable a child to become aware of another culture is for him to experience the culture through its basic tool--language. This experience should take place early in life.

One of the basic reasons for beginning foreign languages in the elementary school is to make the learning more effective.³ In 1953 Dr. Wilder Penfield, Director of the Montreal Neurological Institute said: "Physiological evolution causes the brain to specialize in the learning of language before the ages of ten to fourteen. After that, gradually and inevitably, it seems to become rigid, slow, less receptive. In regard to this function, it is soon senescent."⁴ Dr. Penfield indicated that it was urgent that foreign language study begin by the age of eight. Dr. Max Kirchs' studies at the University of Delaware discovered the fact that later success in German was inversely proportional to the age of starting the study of the language. Professor Roman Jakobson's study⁵ of aphasia indicated that the earlier a child acquires comprehension and learns to control the production of speech, the more enduring his memory becomes. Proponents of FLES point this out as a factor in the economy of early training. Specialists in foreign languages have interpreted Penfield's, Carroll's,⁶ and Jakobson's research to justify the conclusion that children have mastered the structure of their own language somewhere between the ages of six and eight, and this is the optimum time for learning an additional language without disturbing the mother tongue.

A study of the effects of foreign language study in the elementary schools of the Borough of Somerville, New Jersey, demonstrated that the time provided for FLES instruction did not detract from performance on achievement tests. Research by the Educational Service Bureau of Temple University in Union County, New Jersey, strengthened the findings of the Somerville Study.⁷

An additional justification for foreign language instruction in the elementary school is that it helps children achieve self-realization. Just as the skill to play a musical instrument, to sing or to dance brings poise and a sense of personal worth to the child, so does the skill of speaking in a foreign tongue. Just as skills in dancing, singing and playing a musical instrument have to be developed early in life, so does the skill of speaking a second language.

Psychologically, it has been established that the young child has greater plasticity of mind for learning sounds and linguistic patterns than has the adolescent. He is less inhibited, is apt at mimicry and imitation, and is eager to assimilate the language. He is willing to learn without demanding a full explanation of structure and thus learns the language itself readily.

It has been said that learning a foreign language is more sequential and developmental than any other subject of the curriculum, including mathematics. The instruction received must be based upon a thorough knowledge of teaching procedures and excellent materials. Instruction in a foreign language awakens or increases interest in other curriculum areas; i.e., language arts, social studies, music, art, and even science and arithmetic.

Opposition to FLES

Many educators honestly question the value of FLES. The major objection seems to center around the crowded curriculum in the elementary school and current emphasis on other areas of the curriculum such as mathematics and social studies. When a foreign language is added to the curriculum, there is a question as to whether or not children can further divide their energies to assimilate another subject.

Another objection pertains to scheduling in the elementary school. Foreign language instruction reduces the flexibility in the elementary school schedule when this instruction is given by a visiting specialist or on television which demands that a fixed time be provided for this subject.

Related objections to FLES are expressed in the form of questions or challenges: "Wouldn't it be just as well to start this instruction in the junior high school?" and "Can you justify the use of the time on the elementary level for foreign language instruction?"

Districts to Decide on FLES

The decision should be left to the individual districts to determine whether they will include or exclude foreign language in the elementary school. If they decide affirmatively, they should closely follow procedures which will insure a sound program. If wisdom, careful supervision and enthusiastic support are not given to foreign language instruction in the elementary school, the end result will be far less than acceptable.

Administrative Considerations

The Type of Program

The type of program to be utilized must be determined in large part by the administration. The "Special Teachers FLES Program" is the most advisable. This type of program involves the use of specialist teachers fluent in the language and versed in the best methods of teaching foreign language at the elementary school level. If the administrator finds it impossible to obtain such specialists (which unfortunately is extremely likely), he may have to turn to the use or aid of television language programs--offered either by an educational channel or by a closed-circuit system. In this case, the teachers whose classes receive the television

instruction must have training in pre- and post-program activities. These classroom teachers must be enthusiastic and support the TV foreign language instruction. Tapes may also be utilized providing they are of a well-developed system which includes worthwhile books, pictures, and other materials.⁹

Public Support

Almost as important as the securing of proper teachers or aids is the "selling" of the FLES program to the community. As the administrator well knows, full community support must be had for any program if it is to be a success. The community must be informed of the reasons for a FLES program and must be convinced of the necessity for its support especially through the initial or "experimental" period of its operation. An experience perhaps unique for the administrator will be the necessity for his working very closely with language teachers and others having close administrative and supervisory ties with the teachers.¹⁰ Parent organizations will ordinarily give support to a FLES¹¹ program providing they are properly informed of its progress and are themselves made to feel a vital part of it.¹²

Articulation

The administrator should remember that after a foreign language program has been started in any grade, provisions must be made for continuing this study in all subsequent grades. It would be better not to start a foreign language program in the elementary school if provisions for articulation are not adequate. Each school system should recognize the importance of having its own coordinator of foreign languages for the development and maintenance of a well-articulated program.

Involvement of Personnel

To assure proper coordination of the FLES program with other subject matter and curriculum areas, curriculum coordinators, building principals, and other staff personnel must be involved directly in its operation.¹³ The principal's support of the foreign language program in the elementary school is absolutely fundamental to insure its success. If the principal does not actively support this program, it will fail.

Guidelines to a Successful FLES Program

The following factors are to be taken into consideration in the establishment of a successful FLES program:

1. The FLES program must be well-planned, coordinated and regularly scheduled in the school day. It must have as its aim the teaching of first-level or fundamental material in a foreign language program for elementary schools. From fifteen to twenty minutes per day is recommended.
2. The most desirable age or grade at which to begin foreign language instruction depends upon several factors. Some authorities such as Penfield¹⁴, Carroll,¹⁵ and Jakobson¹⁶ recommend that foreign language instruction begin when the child is about eight years of age. Many foreign language teachers think that age nine or grade four is preferred because the child has acquired a greater degree of mastery over his own language than he has by grade three. Foreign language instruction is postponed until grade three or four in order to enable the child to acquire the second language without interfering with the learning of his native tongue.

In communities which are strategically located adjacent to areas in which another language is used by a large number of people, it is feasible and wise to begin foreign language instruction in kindergarten or grade one. The problems and difficulties experienced by many school districts with their FLES programs have led them to recommend that foreign languages be initiated in grade six and then extended downward sequentially to other grades.

Individual school districts must study their situation and decide when this instruction should begin. In Utah there seems to be more justification for beginning at grade four because the pupil seems to have better control of his own language and be better adjusted to school life than at the third grade level. There are those who favor beginning foreign language instruction in grade three. Studies indicate that at this level the pupil is at the height of his second language learning ability. This is not to say that a program could never be begun earlier or later.

3. A successful FLES program should be as much a part of the regular school program as other curriculum areas. This means that as a subject it should be available to all students. There is no research to support the often-touted idea that only the gifted children can profit appreciably from a FLES program.¹⁸ There is, however, a group of children who do not profit from learning a second language. They are the trainable and educable children.

4. Best results in the teaching of a FLES program are always obtained from a specialist teacher who possesses native or near-native ability with the language and who also possesses adequate professional training as a teacher. When such a specialist teacher is not available, as is often, unfortunately, the case, effective use can be made of a good TV-instructional program providing such a program is in accord with the basic aims and objectives of the particular FLES program utilized.

5. Either the FLES specialist teacher or the television instructor needs, in addition to a high degree of proficiency with the second language to be taught, an adequate background in the science of linguistics, a good knowledge and practice in the best and most up-to-date FLES methods, materials and techniques, and a general background in elementary school teaching. It should go without saying that a successful FLES teacher must possess a genuine interest and love for children.

6. Television instruction in the FLES program can be used both successfully and effectively providing the following can be realized: A good program must be available with thorough follow-up procedures in the classroom, either by the regular teacher or by a specialist. (This is particularly true in the third and fourth grades.) Although results are better with a specialist teacher, well-documented research in the area indicates that satisfactory achievement can be obtained through the use of television if the classroom teacher provides the necessary follow-up.²¹ Research also indicates that television teaching may be superior to poor teaching by a language "specialist" who is not a trained teacher.

It is also possible for classroom teachers with previous training in a foreign language to become excellent specialist FLES teachers through the observation of methods and techniques used in well-established FLES programs.²²

General Assumptions about Language and Language Learning

1. Two basic skills are required for the successful use of any second or foreign language: the skill in recognizing the sounds and contrasts of the language and the ability to reproduce these sounds automatically.²³
2. The recognition of sound and arrangement contrasts of a language is a listening skill; the ability to reproduce them can be considered a speaking skill.²⁴
3. Sounds and words in a language are not ordinarily used in isolation; they should not, therefore, be taught in an isolated manner. The mere memorization of vocabulary words, alphabets, vowel sounds, diphthongs, and consonants (in isolation) is to be avoided at all costs.²⁵
4. Reading and writing are dependent on the two basic skills of listening and speaking; they should, therefore, follow listening and speaking in the instructional program. 26, 27, 28
5. Listening, speaking, reading and writing, though interdependent, make up separate, distinct areas of special instruction.²⁹
6. The ability to acquire skills implies the ability to acquire habits. Habits are acquired through the repetition of acts until they become "automatic."^{30,31}
7. There are some similarities between the native tongue and the second language to be learned. These similarities may be in the area of the sounds, arrangement, and cultural habits of the two languages. These similarities may, unfortunately, also cause conflicts in learning when the great number of differences begins to be noted. It is a psychologically-established principle that conflicting habits cause interference and necessitate special repetitive training.^{32,33}

Objectives of a FLES Program

Stage One:

1. Arouse the pupil's interest in the language.
2. Relate the study of language to child's environment.
3. Lead pupil to associate foreign language spoken words with objects and pictures without resorting to translation into English.
4. Accustom the pupil to hearing and repeating correct foreign language pronunciation with proper inflection.

5. Acquaint child with cultural aspects of countries using the foreign language being studied. (These may include food, clothing, songs, and festivals.)^{34,35}

Stage Two:

1. Continue development of audio-lingual abilities.
2. Correlate closely the foreign language being studied with other areas of curriculum.
3. Continue audio-lingual association with foreign language vocabulary of increasing difficulty.
4. Make more use of foreign language at the conversational level.
5. Begin development of silent and oral reading practice.^{36,37}
6. Develop further the habit of thinking more in the foreign language; i.e., without conscious translation into English.
7. Begin development of writing abilities.
8. Help pupils enjoy through all instruction the learning experience involved.^{38,39}

Stage Three:

1. Continue to increase instruction in reading, writing and conversation.
2. Increase the student's appreciation of cultural implications of language being studied.
3. Increase integration of language with other subjects in school.
4. Begin study of formal grammatical principles of foreign language: parts of speech, agreement and general sentence structure.
5. Place more emphasis upon ability to "think" in the foreign language.³⁵
6. Increase emphasis upon writing in the foreign language.³⁶

Articulation and Continuity of an Effective FLES Program

If a school system hopes to obtain its desired objectives in a FLES program, it must provide for both vertical and horizontal articulation; that is, from the first year of foreign language instruction through high school or junior college--vertical articulation--and within the building and school district--horizontal articulation. The whole FLES study sequence may come to a sudden stop in high school unless the high school teachers are ready, willing and able to cooperate with those responsible for the FLES program in elementary and/or junior high school. The aid of high school teachers should be enlisted from the beginning of a FLES program in the planning for the whole sequence of the program of studies. (Some high school teachers naturally view the new audio-lingual approach with some suspicion since they were not trained in such methods and are relatively or altogether unversed in them and possibly have had little oral training themselves.)³⁷ Articulation committees representing all grade levels of foreign language instruction should be set up.³⁸ Significant in the development of articulation is the coordination of such factors as choice of language, methods of instruction and materials covered.

Regardless of the level at which work in the FLES program is begun, adequate and effective provision must be made for continuity through all the various grade levels. The sequence should be so planned that the elementary program connects with that of the junior and senior high school.³⁹ Fragmented or intermittent foreign language teaching makes very ineffective and unsatisfactory use of instructional time available. Such instruction may even be harmful to the child's original motivation for study in the area of foreign languages because he may become discouraged with the confusing and inconsistent presentation of material at various grade levels. Teachers should determine the stage of a student's language development and then help him progress from that point. As in most other learning situations, the more attention devoted to sequential planning (and later teaching), the better and more satisfying the results.

Most of the curricular content may begin to be presented in the third or fourth grade. Oral instruction ordinarily begins at this level. It is quite often suggested that if the actual program is begun at the third grade level, reading and writing should not be introduced until about two or three years after the introduction of oral experiences. On the other hand, if preliminary instruction is begun at the seventh or eighth grade level, reading and writing should follow oral instruction much more closely.⁴⁰

Curriculum Planning and the FLES Program

Any FLES program must be planned in such a manner that it will be in agreement with the broad educational aims of the elementary school curriculum as a whole. Teaching procedures and techniques in any FLES program must take into consideration not only the nature of language and of language learning, but also the nature of the learning of children in general. In a well-planned curriculum the topics for each grade level in the FLES program will be chosen on the basis of the interest of children at that particular grade level. Suggested activities of a supplementary nature should be included with each topic to be covered in the FLES program. These activities should ideally correlate the FLES program with other programs, such as arithmetic, art, health education, language arts, music and social studies.⁴¹

In the area of actual planning, the FLES program should include projections for several years into the future. The program should, of course, be well-organized; but, at the same time, it must be flexible enough to allow for insight gained through additional information and experience.⁴²

The place of the FLES program must be defined in each individual district, according to that district's particular needs. If the district considers FLES to be of sufficient importance to be included in the curriculum, then it should be incorporated as a regular part of the curriculum and not merely "added on" as an evening, Saturday, or pre- or post-school-day activity. By the same token, if FLES is adjudged to be of sufficient importance to be included in the regular program and daily schedule, it should be offered to all children at the selected grade levels.⁴³

METHODS AND TECHNIQUES FOR TEACHING FLES

I. Orientation in methods and techniques for teaching FLES.

A. Teaching methods are based on a progression of the four fundamental language skills:

1. Listening
2. Speaking
3. Reading
4. Writing

B. Teaching methods should recognize stages of language habit acquisition:

1. Recognition (Recognize pattern of sound heard and attach meaning to it.)
2. Imitation (Mimic sound structure to begin formation of habit.)
3. Repetition (Repeat to the point of memorization what has been heard to strengthen habit.)
4. Variation (Make basic grammatical variations and substitutions.)
5. Selection (Select speech from repertory of learned sentences and variations to use in practical situations.)

C. Teacher's use of methods and techniques includes the following:

1. Establish class procedures:

- a. Warm-up
- b. Presentation of new material
- c. Review
- d. Presentation of pattern or structure drill
- e. Re-entry of new material

2. Observe these procedures to accomplish objectives and to make learning more effective:

- a. Have class well-planned.
- b. Know material.
- c. Use appropriate teaching materials wisely.
- d. Be enthusiastic and try to maintain class enthusiasm.
- e. Maintain good tempo and keep class alert.
- f. Vary class activities frequently.
- g. Stress listening skills.
- h. Stress accuracy of pronunciation and intonation.
- i. Work for speech at normal speed by calling for loud, clear, quick response.
- j. Move around listening to individuals as group responds.
- k. Correct immediately before error becomes a habit, but avoid undue emphasis on errors made.

1. Work for mastery of each unit through systematic review.
- m. Use target language as much as possible.
 - 1) Use foreign language names for pupils.
 - 2) Make frequent use of greetings and classroom expressions in foreign language.
 - 3) Provide for passive learning (by listening) of material to be taught in future lessons.
- n. Introduce culture as an integral part of language learning.
- o. Use the familiar form when talking to pupils and have pupils use formal form when addressing teacher.
- p. Evaluate self and pupils continuously.

D. Role of pupil in relation to methods and techniques used includes the following:

1. Become involved in an interplay of hearer and speaker in a given situation.²
2. Learn to do by doing.
3. Work to acquire aural comprehension and near-native pronunciation.
4. Practice in situations involving pupil-teacher and pupil-pupil interaction.³
5. Participate in cultural activities.⁴

II. Organization of Lesson Plan and Time Allotment.

A. Time Allotment

It is usually recommended that foreign languages should be taught in frequent short periods rather than in longer sessions spaced at wider intervals. In the elementary school, three twenty-minute periods per week would be the minimum time allotment for appreciable results; a fifteen- or twenty-minute period five times a week is strongly recommended.⁵

B. Format

1. Warm-up
2. New material
3. Review and personalization of dialog
4. Pattern practice
5. Re-entry of new material

C. Procedure (See chart on following page)

1. Purpose
2. Techniques
3. Time allotment
Suggests blocks of time based on a fifteen-minute daily lesson.

PROCEDURE	PURPOSE	TECHNIQUE	SEGMENT TIMING
WARM-UP: (Structure fillers)* Greetings, weather, congratulations, songs, rhymes, games	Sets the tone of the class. Immediately puts the pupils in the foreign language. Prepares them mentally and emotionally for language learning.	Encourage enthusiastic pupil response. Use material over which pupil has complete control. Involve pupils in practical situations.	2 min.
NEW MATERIAL: (takes the largest block of time) Dialog Song Rhymes Game Structure fillers	Uses meaningful language. Integrates vocabulary, grammar and culture. Provides a normal situation for repeating and practicing the point being learned.	Present materials in natural, relaxed way. Use appropriate visual aids. Model dialogs or use tapes. Have pupils repeat in choral response first. Follow by individual response as material is mastered. Avoid giving the idea that the material is difficult.	5 min.
REVIEW, PERSONALIZATION OF PREVIOUS DIALOGS	Reinforces previous learning. Provides for meaningful language experience.	Include dramatization of dialogs by pupils; response drills, directed dialog. Have pupils pantomime dialog while teacher or tape recites. Use role-playing, including reverse roles. Practice dialog adaptation after pupils have mastered dialog.	3 min. II
PATTERN PRACTICE	Presents grammar meaningfully rather than in isolation. Reinforces three habits of learning: imitation, repetition, and minimal variation. Provides additional guided practice of foreign language.	Vary work to include some of the following exercises daily: Repetition drill Substitution drill Person-number Item Replacement drill Choice answer Insist on loud, clear, quick response. Use fast tempo for drills: keep sessions brief.	3 min.
RE-ENTRY OF NEW MATERIAL	Provides reinforcement of previous responses. Helps clarify any previous misunderstandings. Provides opportunity for personalization of material	Replace the names of the characters in the dialog with own names. Repeat essential material often. Change pace to maintain interest. Praise and encourage pupils in their achievement. Have pupils practice first with the teacher, then with other pupils until they master the dialog.	2 min.

*Structure fillers:

time, dates, names of days & months, numbers

III. Dialog

A. A dialog may be defined as a conversational exchange between two or more people on a specific topic in a given situation. The dialog is one of the most common methods used in audio-visual instruction in foreign languages.

B. Advantages of the dialog are many:

1. The situation comes from the pupil's experience.⁶
2. Language used is meaningful, natural and normal speech.
3. Vocabulary, grammar, and cultural insights are integrated.
4. Patterns and structure drills can be derived from dialog.
5. Memorized sentences are communication frames in foreign language.⁷

C. Techniques of teaching the dialog:

1. Basic dialog:

a. Introduction:

- 1) Introduce by speaking at normal speed.
- 2) Use normal linking and intonation.
- 3) Establish meaning through actions, gestures, facial expressions, pictures, real objects.
- 4) Avoid English as much as possible.
- 5) Use literal translations very sparingly, but give the natural English utterance which would be used in a similar situation.

b. Teacher preparation:

- 1) Memorize each section of the dialog exactly as written.
- 2) If a master tape is available, listen to it two or three times before your initial presentation.
- 3) Practice lines aloud, being conscious of correct pronunciation, rhythm and sentence melody.
- 4) Collect props to aid in getting across the meaning of specific words in the presentation of dialog.

c. Presentation (Recognition, imitation, repetition):

- 1) Set stage briefly in English.
- 2) Present entire dialog once at normal speed.
- 3) Use gestures and props to indicate meaning.
- 4) Illustrate as much as possible.
- 5) Pronounce a whole sentence four or five times, walking around the room so that all pupils may hear and see easily.
- 6) Backward build-up:
 - a.) If sentence is too long for auditory remembering, it must be broken up and practiced in meaningful phrases.

b.) For first presentation of a long sentence, build up from the end.

- (1) The parts presented separately correspond to the normal pause-points in the sentence.
- (2) The important intonation at the end of the sentence is preserved throughout the building-up practice.
- (3) Example:

Teacher

Student

Give me some bread and butter,
please

Please
and butter, please
some bread and butter, please

Give me some bread and butter,
please.

please
and butter
please
some bread
and butter,
please.
Give me some
bread and
butter, please.

- 7) Repeat model sentence loudly, clearly, and at normal rate of speed.
- 8) Have entire class imitate it as accurately as possible.
- 9) Repeat process with full choral response about three times.
- 10) Double repetition--pupils repeat phrase twice. This double repetition practice forces the pupil to remember the sequence of syllables, the phrase accent, the melody of the sentence, and to repeat it under the stimulus of an "acoustic image."
- 11) Single repetition--pupils repeat phrase once.
- 12) Part-class repetition.
 - a.) Occurs after a part of the basic dialog has been mastered.
 - b.) Divide class in half and assign a part to each half.
 - c.) Elicit single repetition response for each part, then reverse the parts.
 - d.) Repeat procedure several times.
 - e.) Divide class further into small units (rows, boys, girls) until finally two children at a time can recite the dialog.
 - f.) Reverse roles.
- 13) Whenever a pupil hesitates, supply a correct model for immediate imitation.
- 14) Insist on high quality of speed, intonation, and pronunciation.
- 15) Pupils should be aware of the importance of absolute mastery of the dialog.

16) Timing is important.

- a.) Learn to recognize and feel the mood of the class.
- b.) Do not drill too long.
- c.) First dialogs take longer than others.

2. Dialog adaptation (variation):

a. Introduction:

- 1) The dialog adaptations consist of stimulus-response, e.g.
 - a.) question-answer
 - b.) statement and reaction
- 2) These may be used as soon as the corresponding part of the basic dialog has been reasonably well-learned.
- 3) The purpose of the dialog adaptation is to re-enter the material of the basic dialog by using it in a different context and in a more personal situation.
- 4) This question-answer process is first practiced between teacher and pupil.

Example:

<u>Teacher</u>	<u>Pupil</u>
I like rice. Do you like rice?	Yes, I like rice.

- 5) When pupils are familiar with phrases, begin pupil-pupil practice. Indicate with a gesture that John is to ask the same question of the pupil next to him. Continue in a chain response.

Example

<u>Teacher</u>	<u>Pupil</u>
I like rice. Do you like rice, John?	Yes, I like rice. Do you like rice, Mary?
	Yes, I like rice. Do you like rice, Bob?

3. Directed dialog (variation)

a. Introduction:

- 1) The directed dialog should be used after the pupil has thoroughly mastered the dialog adaptation, especially as practice in the chain drill.
- 2) Directed dialog is an excellent way of conducting a speaking test.
- 3) Using the foreign language, direct a pupil to ask a certain question or make a certain statement.
- 4) Use expressions such as "Tell me" (or him) and "Ask me" (or him) frequently enough so the students understand them readily.

b. Example:

<u>Teacher</u>	<u>Pupil</u>
John, tell Mary that you want some bread.	Mary, I want some bread.
Mary, ask John if he wants some butter, too.	John, do you want some butter, too?

4. Dramatization of dialog:

Have the children dramatize the dialog by assuming individual roles.

IV. Pattern Practice

A. Definition:

1. The term pattern practice refers to the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences. It makes the explanation of grammar largely unnecessary and encourages the function of analogy.⁸

B. Points to consider:

1. The pupil must have two kinds of knowledge:
 - a. He must know what type of change, if any, is to be made.
 - b. He must know how to make the change.
2. If there is confusion about technique, performance in language will suffer.
3. Different types of variation should be kept separate until the techniques are thoroughly understood.⁹
4. Teachers must be sure that students comprehend content of drill, which is based on the dialog.

C. Kinds:

1. Repetition drill:

- a. The pupil repeats an utterance aloud as soon as he has heard it.
- b. The utterance must be brief enough to be retained by the ear.
- c. Sound is as important as form and order.
- d. Example:

<u>Teacher</u>	<u>Pupil</u>
I am hungry.	I am hungry.
I want some bread.	I want some bread.

2. Substitution drill:

a. Introduction:

- 1) The substitution drill is introduced with a model sentence.
- 2) The teacher supplies a cue, either a word or phrase, which is to be substituted in a specific slot in the model sentence.
- 3) The pupil then combines the cue with the model pattern to state his response.
- 4) The correct response is provided with a pause for repetition so that correction or reinforcement can be immediate.
- 5) The next item is cued.
- 6) Have an individual repeat the model sentence with the new item in the correct slot.
- 7) Continue with all the items in the drill.
- 8) It is recommended that at first the teacher select pupils in the order in which they are seated to preserve the rhythm of the drill.
- 9) If a pupil hesitates or makes a mistake, proceed immediately to the next pupil, repeating the same cue until you elicit the correct response.
- 10) Return to the pupil who missed and have him repeat it correctly.
- 11) It is important that a rapid pace be maintained.

b. Kinds:

1) Person-number substitution:

- a.) The cues indicate changes in gender, person and number.
- b.) Pupils are responsible for making the substitutions as well as the correlated changes in the sentence.
- c.) This drill is used most frequently to practice verb forms in a given tense.
- d.) Example:

<u>Teacher</u>	<u>Pupil</u>
Margaret wants some bread.	Margaret wants some bread.
We _____.	We want some bread.
Mary and I _____.	Mary and I want some bread.
The boys _____.	The boys want some bread.
Who _____.	Who wants some bread?

2) Item substitution:

- a.) The cues call for the substitution of an item involving gender or number or both.
- b.) Only one slot in the sentence changes.
- c.) This drill is used most often with nouns, adjectives, demonstratives, possessives, and the like.

Example:

<u>Teacher</u>	<u>Pupil</u>
We want some bread.	We want some bread.
_____ candy.	We want some candy.
_____ milk.	We want some milk.
_____ pencils.	We want some pencils.
Mary is sick.	Mary is sick.
_____ English.	Mary is English.
_____ tired.	Mary is tired.
_____ ready.	Mary is ready.
We want some bread.	We want some bread.
_____ buy _____.	We buy some bread.
_____ sell _____.	We sell some bread.
_____ bake _____.	We bake some bread.

3) Replacement:

- This is one of the most difficult of the substitution drills but also one of the most challenging.
- It is an excellent device for evaluating a pupil's grasp of structure.
- Each replacement drill should be repeated several times at a rapid pace so that the substitution becomes automatic.
- Give the model sentence and have pupils repeat several times.
- Cue word to be substituted in the model sentence and have pupils repeat sentence with the word in the proper slot.
- Only one substitution is made at a time.
- Example:

<u>Teacher</u>	<u>Pupil</u>
Give me some bread, please.	Give me some bread, please.
_____ candy, _____.	Give me some candy, please.
_____ him _____.	Give him some candy, please.
_____ butter, _____.	Give him some butter, please.
Pass _____.	Pass him some butter, please.

4. Response drill:

a. Introduction:

- These drills consist of different types of questions that are designed to elicit answers that are natural and plausible and that require the use of grammar.
- These drills may serve also to review and reinforce previously-learned vocabulary.

b. Kinds:

- Yes - no questions:

- a) A question is asked which may be answered in the affirmative or in the negative.
- b) Generally the affirmative answer is expected first, followed by the negative response.

c) Example:

<u>Teacher</u>	<u>Pupil</u>
Do you want some bread?	Yes, I want some bread.
Do you want some butter?	Yes, I want some butter.
Do you want some bread and butter:	No, I don't want any bread or butter.

2) Cued response:

- a) These questions require specific information in the response.
- b) Provide this information by giving it in a cue in a low voice just before the question.
- c) The questions normally require full sentence replies.
- d) Example:

<u>Teacher</u>	<u>Pupil</u>
(Bread) What do you want?	I want some bread.
(Butter) What are you buying?	I'm buying some butter.

3) Rejoinder (Tag question)

- a) These drills are designed to provide practice with verb-form changes which normally occur in conversation.
- b) The drill consists of a statement immediately followed by a different subject noun or pronoun supplied as a question.
- c) The pupil should respond with a complete sentence.
- d) Example:

<u>Teacher</u>	<u>Pupil</u>
I want some bread. Do you?	Yes, I do, too.
She likes to eat bread. And you?	So do I.
This bread is good, isn't it?	Yes, it is.

Or in the negative:

She doesn't like bread. Do you?	No, I don't like it either.
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4) Patterned response:

- a) A pattern sentence is stated for pupil repetition.
- b) This is followed by a question whose desired answer is demonstrated through a model.
- c) In this drill, the object is to substitute the subject pronoun for the noun.
- d) The pupil must be aware of the change desired.

- e) This type of drill is particularly effective in teaching the substitution of pronouns, adjectives or object pronouns for nouns.

f) Example:

Teacher

Pupil

John wants some bread. John wants some bread
Does John want some bread? Yes, he wants some bread.

5) Choice answer:

- a) A question is asked which offers two possible answers, either of which is correct and satisfactory.
b) The question instructs the pupil to select the first or the second possible answer.
c) The teacher may accept either answer.
d) These drills require the pupil to think of what he wants to say, rather than how he has to say it.
e) Example:

Teacher

Pupil

Do you want some bread or I want some bread.
some butter?

V. Reading and Writing

- A. Reading and writing are part of the natural progression of language skills. Reading is preceded by development of listening comprehension and speaking skills, and writing follows reading.
- B. Most pupils will learn proper pronunciation and intonation better if they concentrate on listening and imitating rather than reading and writing.¹¹ Reading and writing, however, can be used to reinforce oral skills.¹²
- C. Practice time for oral skills should not be usurped by reading and writing.¹³
- D. There is a correct psychological moment for introducing reading and writing.
- E. Reading habits in the pupil's own language should be well-established before beginning reading in a second language.¹⁴
- F. Suggested time for introducing reading varies according to the language. (If the Spanish program begins in Grade 3, reading may be introduced in the second semester of Grade 5.)¹⁵
- G. The reading program should be carefully developed using these guidelines:¹⁶
1. Include only materials that have already been learned.

2. Present written symbols for sounds of target language.
(Consistent sound-letter correspondences should be presented first.)
 3. Present the written symbol for each sound and give a list of previously learned words containing the specific sound.
 4. Use special drills to handle problems of interference arising from Roman letters and different writing systems.
- H. Writing should be introduced in a limited way in the FLES program.¹⁷
The following order is suggested:
1. Copying or putting labels on maps, charts, cartoons, and bulletin board displays.
 2. Copy dialogs already heard, seen, and read many times.
 3. Write from dictation common spellings of the target language taken from previously-learned material.¹⁸

VI. Activities

A variety of activities is necessary for the success of any FLES program. Songs, games, short skits are very effective in keeping the pupil's interest level high, and can also be used as teaching tools.

A. Songs:

Songs are a natural expression of the culture of the foreign language. They often contain important structural patterns and can be used effectively to teach pronunciation and vocabulary. Since pupils enjoy and learn songs easily, they can be used several ways in the lesson as a warm-up exercise, as a change of pace, or as a closing activity. Songs should be chosen wisely to fit the needs of the class.

1. Ways of choosing songs:

- a. Songs should be native to the culture. Since every culture has its own supply of patriotic and folk songs, translations of English songs should not be used.
- b. Songs should be suited to the age level of the pupils.
- c. A list of appropriate songbooks is included in the FLES materials section.

2. How to teach a song:

- a. Explain the meaning of the song in English.
- b. Sing it through once.
- c. Have the pupils repeat the words after you in phrases, being careful of pronunciation.
- d. Let the pupils sing one phrase at a time after you.
- e. Correct errors in pronunciation with group repetition.
- f. Sing the song again--encouraging the class to sing as much as they know with you.
- g. Review the song in the next class period to help set it in their minds.

- h. For variety bring a recording of the song for the pupils to listen to before they sing. After they have partially mastered the words, let them sing along with the record.
- i. In teaching a longer song to older pupils, mimeographed copies of the words may be used with care. Phrases should be heard and repeated several times before singing all the way through using the written words.

B. Games.

A teacher can easily create a fertile atmosphere for learning through the medium of play. He will do well first to determine exactly what the language principle is that he wishes to teach, then seek a game that will clinch the principle that he has previously developed in a formal way. He can also use games to review and maintain skills. Play as a medium for teaching cannot be taken seriously enough for promoting lighthearted learning. Subtly introduced it is priceless methodology.

1. Points to remember in choosing a game:

- a. The game should correlate with what is being learned or reviewed.
- b. The game should be suited to the age and language proficiency levels of the pupils. Games that are too advanced are frustrating.
- c. There must be some element of suspense or competition involved. Caution: Don't let the competition become too involved.
- d. There must be an opportunity for the maximum number of pupils to participate.
- e. The mechanics of the game should be simple so that it is easy to play and moves quickly.
- f. It should be fun.
- g. There are many variations to games, and the teacher should use her ingenuity to adapt the game to fit her own pupils--or even invent her own games.

2. List of Games:

a. Number Games:

- 1) Bingo--usually called "I've got it" in the foreign language.

The teacher makes cards with 16 to 20 numbers in squares (a different arrangement for each card). The teacher should be the first caller. When a pupil has covered all the squares in one row, he answers "I've got it" in the foreign language. The winner of the first game becomes the caller for the second game.

To play this game effectively the pupils must know their numbers well enough that they can recognize the numbers when they are said out of sequence.

2) Rhythm; Peter, James and John; or Category:

There are many variations of this game. It can be used with numbers, fruits, vegetables, articles of clothing, etc.

For the numbers variation, 3 pupils take the names of Peter, James, and John (in the foreign language). The rest of the class counts off starting with one. The teacher should establish a rhythm pattern for the whole class. Peter begins by saying "Peter calls 5 ____." (The dashes stand for one beat and can be varied.) The pupil who is number 5 then says in rhythm, "5 calls 8" (or any other number being used.) The rhythm must not be broken. The person who does break it must go to the end of the group. The rest of the class who had numbers after his then move ahead one number and the game begins again.

3) What Is the Number?

A pupil writes a number on the board and covers it with his hand. He then tells the class, "The number is between ____ and ____." "What is the number?" The other pupils try to guess the number, and the pupil at the board answers either "No, it isn't ____" or "Yes, it is ____." The pupil who guesses correctly gets to write the next number on the board.

4) What Number Do I Have?

A group of cards are put in a pile. The teacher removes one card from the pile without the class seeing the number and asks, "What number do I have?" The pupils guess what number the teacher has by saying "You have the number ____." The pupil who guesses correctly gets to choose the next card.

Variations: Color cards may be used instead of number cards.

5) What's Missing?

The teacher displays five number or color cards. The pupils look at them for a certain length of time, and then close their eyes while the teacher removes one of the cards. When the pupils open their eyes, the teacher asks, "What's missing?" The pupils then guess "Number ____ is missing." Several sets of cards should be available so that the numbers can be changed or increased.

6) How Many Books Are There:

The teacher places several books on a table in front of the class and asks the class, "How many books are there?" The pupil who answers correctly may arrange the next group of books, pencils, or other objects, and ask the question to the class.

This game is also helpful in teaching the concept of "there is" or "there are."

7) I'm Thinking of Two Numbers That Are:

The teacher tells the class that she is thinking of two numbers that total a third. Ex. "I am thinking of two numbers that make 8." The class then tries to guess the pairs of numbers which total 8. The pupil who guesses the two numbers correctly then presents the next problem to the class.

8) A Road of Cars

The teacher gives each row in the class the name of a car. She then sends the first pupil in each row to the board. (Directions given in the foreign language.) She dictates an arithmetic problem in the foreign language. The first pupil who solves the problem correctly earns a "mile" for his row. A scoreboard of tagboard may be made for each row--including some kind of paper car to move along.

9) A Ball Game

The teacher has a set of flashcards with arithmetic problems on them. She divides the class into two teams and has them stand. She explains that she is the pitcher, and the flashcards represent the pitched balls. She calls a pupil from each row to bat and shows a flashcard. The first pupil to give the correct answer to the problem goes back to his team. The loser takes his seat. The team with the most pupils standing at the end of the ball game wins. Variation: The teacher alternately calls a pupil from each row. If the pupil cannot answer the problem, he sits down, and the next pupil in the other team has an opportunity to answer it.

10) Who Has the Number?

The teacher gives each pupil a piece of tagboard with a number on it. She then asks, "Who has the number ___?" The pupil holding the card with that number shows his card and says, "I have the number ___." He then asks who has another number.

This game also drills two forms of the verb to have in the present tense.

11) Buzz

A certain number such as 3, 4, or 5 is chosen to be the special number. The pupils begin counting (each one saying a number). As they come to the special number or its multiples, a word is substituted for the number. If a pupil misses, he is out. Ex. 3 is the number. "1, 2, Buzz, 4, 5, Buzz, 7, 8, Buzz."

b. Color Games

1) Say It

One of the pupils is chosen to be the leader. He stands in front of the class, points to a pupil and calls out: "Say a color." The pupil called on must name a color in the foreign language before the leader counts to 10. If the pupil succeeds, he becomes the next leader. Other categories may be used such as fruits, persons, animals, and numbers. (Each leader may choose his own category.)

2) What Color?

Pieces of colored paper are placed on the chalkboard tray. One pupil is chosen to be "It." The teacher says the name of a color in the foreign language, and the pupil who is "it" picks up the colored square and names the color. (It is red.) If he chooses the correct color, he in turn then names another color in the foreign language and calls on another pupil to pick up the corresponding colored paper.

3) See number games 4, 5, and 10.

c. Time-of-Day Games

1) I Have the Time

The teacher makes a set of bingo-like cards using times of the day, instead of numbers. (Example: 1:20, 4:30) A master set of cards should be made for the caller. The game is played like bingo. The caller says the time of day in the target language.

2) "Time-down"

The class is divided into two teams. The teacher uses a clock made of tagboard which has movable hands. She shows the clock to a pupil in the first team and asks, "What time is it?" The pupil must answer, "It is ____." If he answers incorrectly, he sits down; and the other team has a chance to answer.

d. Name Games

1) I Have It

On bingo-like cards list foreign language names of pupils. The leader asks, "What's your name?" Each pupil looks for the name on the card and covers it with a marker if he has it. The leader then asks another pupil his name. The procedure continues until any pupil has covered squares in a row horizontally, vertically or diagonally. He calls, "I have it!" He is leader for the next round.

2) "Who Stole the Cookie from the Cookie Jar?"

This is a rhythm game. The dialog will have to be adapted to the specific language following this basic outline in English. The whole class begins by saying in chorus: "Who stole the cookie from the cookie jar?" (Quién roba el pan de la casa de Juan?) One pupil then chooses another pupil's name and says, "Paul stole the cookie from the cookie jar." (Pablo roba el pan de la casa de Juan.) The pupil chosen then says, "Who, me?" (Quién, Yo?) The class answers, "Yes, you!" (Sí, tú.) The pupil then answers, "Not I." (Yo, no.) The class then says, "Then who?" (Pues, quién?) The pupil then chooses someone else and says, "Mary stole the cookie from the cookie jar." (María roba el pan de la casa de Juan.) The game then starts all over again using the name of the pupil last mentioned.

e. Clothing and Parts of the Body Games

1) Simon Says

2) Detective

This fascinating game should be introduced by stages.

Step 1. When clothing has been learned, let a pupil leave the room. A pupil is selected by the class. As the detective returns, other pupils describe the clothing worn by the chosen pupil and the detective guesses his identity.

Step 2. Descriptions of hair and eyes are thoroughly learned and are now included in the game. One pupil describes the clothing, another the eyes and a third, the hair.

Step 3. The leader asks: Is it a boy or a girl? Does she have long hair? Does she have blonde hair? What color is her dress? Is it Jane?

3) See Number Games 1, 2, 4, 5, and 10.

4) See Color Games 1 and 2.

f. Other Games

1) I Am Going on A Trip

The pupils pretend to pack a suitcase for a trip. At first use toy suitcases or lunch boxes and pictures of boys' and girls' clothing. The first pupil puts an article of clothing in the suitcase and tells the class, "I am going on a trip." I'm putting a blouse in the suitcase." The next pupil then tells what is already in the suitcase and adds another item. Second pupil: "There is a blouse in the suitcase. I am putting shoes in the suitcase." After the pupils have mastered this, have them follow the same pattern without using the objects themselves, i.e., the pupil tells what is in the suitcase and what he is putting in. If a pupil fails to mention an item already in the suitcase, he is out.

2) Category

The teacher prepares lists of five words or phrases in which four of the five items belong to the same category, but the fifth does not (or in a list of three, the third does not belong). The class is divided into two teams, and a list is read to the first pupil on one of the teams. If he picks out the incorrect word, he scores a point for his team. If he answers incorrectly, the other team gets the chance to use the same list. Examples of lists:

- a. 2, 4, girl, 8, 10
- b. big, small, chair

3) Is it True?

The teacher prepares a list of true-false statements or questions. The class is divided into two teams. The pupils must give answers in sentence form. Example:

<u>Teacher</u>	<u>Pupil on Team I</u>
The book is delicious.	No, the book is not delicious.
<u>Teacher</u>	<u>Pupil on Team II</u>
The apple is delicious.	Yes, the apple is delicious.

4) What Am I Doing?

This is a pantomime game which tests the pupil's ability to say action phrases or sentences.

The class is divided into two teams. A person from one team acts out something such as eating and asks, "What am I doing?" The other team must answer using complete sentences.

"You are eating" Perhaps three points can be given if the first answer is correct, and reduce the number of points with each incorrect guess. There should be some system to insure that all pupils have an equal amount of time to participate.

5) What Do I See?

The teacher describes something in the classroom for pupils to identify. For example she describes the chalkboard. "I see something in the room. It is green. It is large. It is in front of you. What do I see?" The pupils then guess, "You see the chalkboard."

6) What Am I Putting in the Basket?

The pupils close their eyes while the teacher puts something in a basket and asks, "What am I putting in the basket?" The pupil who guesses correctly may put the next object in the basket.

7) A Fruitbasket.

The leader stands before the class and names several different objects, i.e., table, book, pencil, map, apple. When the leader names the fruit, everyone has to change places and the leader tries to find a place. The pupil who is left without a place is the new leader.

8) Baseball

This game may be used with numbers, parts of the body, clothing, or phrases and can be modified to fit the needs of the class. The teacher prepares a set of cards 5x8 with pictures of things already studied. (This can include a frame from a filmstrip series for which there is a certain phrase of dialog.) The class is divided into two teams with a pitcher and catcher for each side. An umpire and scorekeeper are also needed. The game follows the regular rules of baseball. The batter stands at home plate; the catcher stands behind him; the pitcher stands in front of the class. The pupils are to identify the various pictures using complete sentences. The pitcher flashes the card to the batter and catcher. If the catcher answers first, it is counted as a strike. (The umpire calls strike, safe, etc. in the target language.) If the catcher and batter answer at the same time, it is a foul ball. If the batter answers first, he goes to first base and with each following hit, he proceeds around the base until he scores.

If baseball is not a part of the culture, the teacher can usually find a similar team game to which this game can be adapted.

9) Seven-Up

Seven pupils stand in front of the class one is the leader. The leader commands, "Heads down." Then the seven pupils pass among the rest of the pupils in the class and touch some of them. The leader commands, "Heads up." Whereupon those touched stand up. The leader calls upon each pupil touched, using his foreign language name. If the leader does not know the name, he must ask it in the foreign language. Each pupil touched must guess who has touched him. If he guesses correctly, he takes the place of the pupil who touched him.

10) Opposites

The pupils stand in a single line. The teacher gives the first pupil in line a word such as black, little, high, good, day, young, hot, man, pretty, new, poor, or any other word for which the pupils have learned an opposite or logical contrast. The pupil has to answer by giving the opposite of the word. If he answers incorrectly, he goes to the end of the line.

11) Hangman

This game can be used after the pupils have begun reading. The teacher thinks of a word and writes blanks on the board for each letter. She also draws a scaffold. The pupils then name letters, using the foreign language, which might be in the word. If the letter is contained in the word, the teacher puts it in the proper blank. If not, she draws a head of the hangman. For every wrong letter she adds a part of the body. The pupil who guesses the word correctly gets to pick the next word.

C. Dramatizations:

Simplified fairy tales and short skits can be dramatized effectively. Public or school libraries often have children's books in different languages. Other sources of dramatic material include:

1. French

a. The Grade Teacher

This magazine has short French dramatizations (alternating with Spanish) in the issues from 1959 to 1962.

b. Livres d'Or (Golden Books)

Fairy tales such as "Cinderella," "The Three Bears" are written in simple dialog style and are easily adaptable for dramatizing. Available from: Les Editions Cocorico, 25 Boulevard des Italiens, Paris (2^e), France

- c. Teacher's Guide for 1st Year Parlons Francais
This contains a simple dramatization of "Little Red Riding Hood."

2. Spanish

- a. Teacher's Guide for Mi Cuaderno de Español
This book has dramatizations of "The Three Bears" (p. 1) "Chicken Little" (p. 71) and "Little Red Riding Hood" (p. 131). They are good, but need to be simplified and shortened. The book can be obtained from Houghton Mifflin Company, Boston.
- b. Libros de Oro (Golden Books)
- c. The Grade Teacher
This magazine has short dramatizations in the issues from 1959-1962.

3. German

The following books will provide ample material for classroom use. In most cases they will need adaptation. All these books are published by The Don Bosco Verlag in Munich and are obtainable from the foreign book companies in New York: Adler's or Rosenberg's. (Bruno Schreiter in Salt Lake City can save you time and money. Call him directly.)

- a. Spielbare Witze
und skizzierte Sketsche Bd. 1 and Bd. 2, John B. Stadler
- b. Puppenspieler - Ganz einfach, Friedrich Arndt
- c. Weihnachtliche Zeit, Lec Ernst Berger
- d. Das Pantomimenbuch, Toni Budenz
- e. Kleinkunstbuhne, Toni Budenz
- f. Die Spielkiste, Toni Budenz
- g. Sketsche Possen Clownerien, Toni Budenz
- h. Alle spielen mit, Herbert Janssen
- i. Spielbare Lieder, Janssen/Kox
- j. Kinder Spielen Lieder, Schenck zu Schweinsberg

D. Other Activities

- 1. Make a room calendar.

If possible, use pictures of the country being studied and write the month and the days of the week. This could be useful in learning the days of the week and the months.

2. Make a weather chart.

On the chart write, "What's the weather like today?" Have cards with illustrations of different kinds of weather, and if desired, a set of cards with written phrases about the weather. This should be used after the pupils have learned to say the expressions orally quite well.

3. Have the pupils make Christmas cards using expressions in the foreign language for the greetings.

4. Take the pupils Christmas caroling in the foreign language.

5. Make objects of papier maché, clay, paper, etc. that are related to the culture of the language. Ex. Spanish, piñata (Directions for making a piñata can be found in Teacher's Guide I of Una Aventura Española, pp. 66-69.) French: puppets any language: flags.

6. Draw pictures.

Have the pupils draw pictures about something that is being studied in the foreign language. Then have the pupils describe their pictures in the foreign language. Several topic suggestions are family, trip, seasons of the year, and the weather.

7. Set the table.

Have the pupils make dishes and silverware out of cardboard. As they set the table, have them practice sentences about it. Ex. "There are four glasses." They could also dramatize a meal situation.

8. Use telephones.

Have the pupils call each other and give simple dialogs over the phone—a play telephone.

9. Have the pupils make clocks that can be used in telling time in the foreign language.

10. Celebrate holidays.

Use only holidays that are found in the culture. Have the pupils find out as much as they can about how Christmas, Easter, or other holiday, such as an independence day is celebrated, and celebrate it in the class.

11. Make flags.

VII. Materials

A. Visual Aids

1. Principles about visual aids:

- a. A good teacher is the best visual aid possible; another is the pupil. Gestures and facial expressions clarify meanings.
- b. Skillful use of visual aids avoids the use of translation.
- c. Objects that can be manipulated afford a sensory experience that may be more vivid and meaningful than either sight or sound.
- d. Variety in the type of visual aid is desirable.
- e. Many of the techniques used in building reading readiness and number concepts can be applied to the teaching of foreign language.

2. Vocabulary areas for which aids can be prepared:

- a. Family
- b. Numbers
- c. Colors
- d. Days of the week
- e. Names of the months
- f. Time of day
- g. Weather
- h. Seasons
- i. Home
- j. Rooms of house
- k. Clothing
- l. Meal times
- m. Foods
- n. Age, birthdays
- o. Animals
- p. Stories
- q. Songs
- r. Rhymes
- s. Games
- t. Action words

3. Visual materials

- a. Bulletin board
 - b. Flannel board
 - c. Magnet board
 - d. Charts
 - e. Picture file
- 1) Pictures should be meaningful and simple
 - 2) The pupil should be able to determine what he is expected to learn from it.
 - 3) Pictures should be large enough to be seen by all in the class.

f. Chalk sketches

Quick, easy chalk sketches are amusing and provide for relaxation.

g. Classroom supplies and construction serve as built-in visual aids.

h. Maps and globes

i. Calendar

j. Flags

k. Dolls, toys

l. Puppets are useful in dialog practice, once it has been learned. There is danger in using them as teaching tools since the pupil may focus his attention on the puppet and not on the language.

m. Rhythm and simple musical instruments.

n. Arithmetic flash cards

o. Money from the country whose language is being studied

p. Articles of clothing

q. Artificial fruits, vegetables

4. Sources of materials

a. Films and filmstrips

b. Periodicals

c. Realia collections

d. Community resources

1) Radio

2) Television

3) Movies

4) Guest speakers

a) Local representatives of the foreign government

b) Other native speakers

c) Teacher travelers

5) Air line companies

6) Bus line companies

7) Local consulate

8) Oil companies

9) Foreign students attending local schools

10) Field trip (to a theatre, restaurant)

11) Instructional materials center

B. Equipment (See chapter on Innovations)

C. State and District Courses of Study

D. Sources of Supplementary Materials

1. French, German, Spanish (combined)

a. Instructional guides and films

- 1) A Guide for Foreign Languages, Publication No. 127 G, Jefferson City, Missouri, 1963 Edition.
- 2) A Guide for Instruction in Modern Foreign Languages, Grade 4-12, Curriculum Bulletin No. 27, State of Minnesota Dept. of Ed., Documents Section, Room 140 Centennial Building, St. Paul 1, Minn., 1965.
- 3) Education Today, Bulletin for Elementary Schools, Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus 16, Ohio.
- 4) Reference on Foreign Language in the Elementary School, U.S. Dept. of Health, Education and Welfare, Office of Education, Washington 25, D.C. (catalog)
- 5) "Principles and Methods of Teaching a Second Language", Modern Language Association, Teaching Film Custodians, Inc., New York, New York. Series of five films.

b. Catalogs - General (Also see material section in Utah FL Guide.)

- 1) Audio-Visual Teaching Materials for Modern Language, Educational Audio-Visuals, Inc., Pleasantville, New York, 1966.
- 2) Gessler Publishing Company, 110 East 23rd Street, New York, New York 10010
- 3) M and M Iaconi Book Imports, 300 Pennsylvania Avenue, San Francisco 7, California.
- 4) National Information Bureau, 972 Fifth Avenue, New York 21, New York, Posters, fifty cents and postage, French only
- 5) National Textbook Corp., 4761 West Touhy Avenue, Lincolnwood, Illinois, 60646. A selection of basic and supplementary materials for languages materials.
- 6) Wible Language Institute, 24 South 8th Street, Allentown, Pa., 18105. Resource guide, 5,000 aids.
- 7) J. Weston Walch, Portland, Maine.

c. Books

Lingua Games, Wagner, Rudolph, J. Weston Walch, Pub., Box 1075, Portland, Maine 1958

d. Films

- 1) International Film Bureau, Inc. 332 South Michigan Ave., Chicago 4, Illinois.
- 2) Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 25, California.

- 3) Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.
- 4) Encyclopaedia Britannica Films, Deseret Book Co., Salt Lake City, Utah.
- 5) Sigma Educational Films, P.O. Box 1235, Studio City, California 91604.
- 6) Frith Films, 1591 Cross Roads of the World, Hollywood 28, California.
- 7) Coronet Films, Coronet Building, Chicago 1, Illinois.

e. Records

- 1) Children's Music Center, Inc. 5373 West Pico Blvd., Los Angeles, Calif., 90019.
- 2) Bowmar Records, 10515 Burbank Blvd., No. Hollywood, California.
- 3) Folkways Records, 121 West 47th Street, New York 36, New York.
- 4) Lorraine Music Co., P.O. Box 4131, Long Island City, New York, New York 11104.
- 5) Idyllwild Record Co., Idyllwild, California.
- 6) Vanguard Recording Society, Inc., New York, New York
- 7) Goldsmith's Music Shop, Inc., Language Dept., 401 West 42nd Street, New York, New York 10036.
- 8) Ottenheimer Publishers, Inc., Baltimore 15, Maryland.

f. Filmstrips and Slides

- 1) Wolfe Worldwide Films, 1657 Sawtelle Blvd., Los Angeles, Calif., 90025. Slides
- 2) Encyclopaedia Britannica Films, Deseret Book, Inc., Salt Lake City, Utah. Filmstrips
- 3) Eye-Gate House, Inc., 146-01 Archer Ave., Jamaica, New York 11435. FL materials - books, filmstrips, records.

2. Supplementary Materials for Teachers of French

- a. Chansons de France, Marcel Vigneras, Heath. 44 songs, including La Marseillaise. Excellent simple musical arrangements.
- b. French American Cultural Services and Educational Aid (FACSEA) 972 Fifth Avenue, New York 21. Tapes, posters, records and other information.
- c. The Cleveland Plan for the Teaching of Modern Languages (with Special Reference to French), John C. Winston Co., Philadelphia, Pa.

- d. Chantons, Gessler Publishing Co., New York. 50 cents. Collection of 27 songs and rounds for children.
 - e. Paris - Match (Like Life or Look) Weekly. School Edition. \$3.00 available through Lorraine Music Co.
 - f. French Cultural Services, 740 Taylor Street, San Francisco 2, California.
 - g. French Film Library, 740 Taylor Street, San Francisco, California.
 - h. A Guide for the Teaching of French in the Elementary Schools, Public Schools of the District of Columbia, Washington, D.C. 1952. Contains songs, games and good resource bibliography.
 - i. "Bonjour", Scholastic monthly periodical for elementary school children available from Scholastic Magazine.
 - j. "Education in France", French Cultural Services. Free, quarterly, illustrated. Detailed and up-to-date news on educational system at all levels. Photographs.
 - k. Rosenberg Imports, 100 West 72nd St., New York 23. Books, records, calendars, periodicals, games, catalog.
 - l. Hachette & Rossignol, 79 Blvd. St. Germain, Paris 6^e. Send for catalog of books and songs.
 - m. Eaton's of Canada, 190 Younger St., Toronto, Ontario, Canada. Will send off-season calendars to French teachers.
 - n. French costume material in color. 6 series of colored postcards. Ernest Eisele, 97 Fort Place, Staten Island, New York.
 - o. Petits Livres d'Or, Les Editions Cocorico, 25 Boulevard des Italiens, Paris 2^e. Fairy tales such as Little Red Riding Hood. Simple language, easily adaptable to dramatizations.
 - p. Encyclopaedia Britannica Films
 - 1) Une Famille Bretonne
 - 2) Vacances en Normandie
 - 3) Foreign Language versions of other EBF films
 - q. Film Associates of California Films
 - 1) Frère Jacques
 - 2) Les Trois Ours
 - 3) Un Conte de Fées Cendrillon
 - 4) La Petite Poule Rouge
 - 5) Le Petit Chaperon Rouge
3. Sources of Supplementary Materials for Teachers of German
- a. The German Consulate, 601 Calif. Street, San Francisco. Miscellaneous materials.
 - b. Deutsches Liederbuch, The Thrift Press, Ithaca, New York, 1934.
 - c. German Songs for Children, German Service Bureau, Bulletin 6, University Extension Division, University of Wisconsin, Madison 6, Wisconsin. Free.

- d. "Monatspost", 237-239 Andrews St., Rochester, New York. German Language Periodical written and designed for American study of German.
 - e. Patterns of German Conversation, Goedsche, C. R., Northwestern University, Houghton Mifflin Co., Boston, Mass.
 - f. Kleines Deutschlandsbuch für Ausländer, Ithaca Press, 1961 Ithaca, New York.
 - g. Successful Devices in Teaching German, Wagner, Rudolph F., J. Weston Walch, Publisher, Box 1075, Portland, Maine.
 - h. "AATG Selective List of Materials for German FLES", Dept. of German, Albright College, Reading, Pennsylvania.
 - i. German Tourist Information Office, 323 Geary Street, San Francisco, Calif. (2). Realia, films, slides, free materials.
 - j. German News Company, 200 East 86th Street, New York 28. Send for catalog of newspapers, magazines, teacher reference books.
 - k. Adler's Foreign Books, 110 W. 47th Street, New York 36. Catalog available.
 - l. Mary S. Rosenberg, 100 W. 72nd St., New York 23. Catalog available.
 - m. Bruno Schreiter in Salt Lake City. See telephone book.
 - n. The FLES packets MLA publications
 - o. Ellert, Ernest E. and Lois V., German for Elementary School Children, Ernest Ellert, Britannica Center, Palo Alto, California, 1959.
 - p. Pfeiler, William K., Boyd G. Carter and Margaret J. Dolezal, German for Children - A Manual for Teachers and Parents, Johnsen Publishing Co., 1135-8 R St., Lincoln 8, Nebr. 1956.
 - q. Schlimbach, Alizio. Kinder lernen Deutsch. From importers, Rosenberg or Adler or Schöningh. (Bruno Schreiter in Salt Lake City)
 - r. Eddy, Frederick D. and others (editors) HRS German for Children, Ottenheimer, 1957. (Records course)
 - s. Readers from importers. (Some of these are directly usable and some need adaptation.)
 - 1) Pixi Bücher, Carlsen Verlag, Hamburg
 - 2) Die Goldenen Kinderbücher, Max Desch, Verlag, Munich (Simon Schuster)
 - 3) Joan Walsh Anglund Bueher, Walter Verlag, Freiburg im Breisgau (Harcourt Brace & World)
 - t. See the catalogs from Adler's or Rosenberg or Schöningh for lists of children's books, originals or in translation.
4. Supplementary Materials for Teachers of Spanish (Also see Materials Section, FL Guide.)
- a. Catalogs
 - 1) Catalog of Pan American Union and Official Records of O.A.S., Pan American Union General Secretariat, O.A.S., Washington, D.C.

- a) Folk songs and stories of the Americas.
- b) Some Latin American festivals and folk dances.
- c) Christmas in Latin America.
- d) A tourist's guide to holidays and festivals in Mexico.

- 2) International Communications Foundation, 870 Monterey Pass Road, Monterey Park, California. Depth Study Cross-Media Kit. (Filmstrips, realia, recordings, Study prints, Teacher's Guide for thorough study of life in Mexico today.)
- 3) Materias Escolares, National Textbook Corp., Lincolnwood, Illinois.
- 4) Roig Spanish Books, 576 Sixth Avenue, New York 11, N. Y.
- 5) Spanish Music Center, Inc., Belvedere Hotel, 319 West 48th St., New York 36, New York.

b. Periodicals

- 1) Life en Español, New York City, New York.
- 2) Mexico/this month, Atenas 42, Mexico, D.F. Edited by Anita Brenner. Authentic information on what to see, where to go in Mexico, month by month.

c. Song Booklets

- 1) Canciones Populares de España y de México, The Thrift Press, Ithaca, New York. 1959.
- 2) Canciones Populares, The Thrift Press, Ithaca, New York, 1959.

d. Games

Merry-Go-Round of Games in Spanish, Dollar Language Series, National Textbook Corporation, Lincolnwood, Illinois, 1962.

e. Realia, Visual Aids

- 1) Informative Classroom Pictures - Mexico. Fideler Company, Grand Rapids, Michigan, 1965. Text and pictures.
- 2) Dr. Hammond, Importer, 211 South Main Street, McAllen, Texas. Calendars, Golden Books in Spanish, Records, Realia, Spanish newspapers, periodicals, comic books.
- 3) Spanish Visual Aids, Spanish American Service and Educational Aids Society, Cultural Relations Office, Embassy of Spain, 1477 Girard Street, N.W., Washington, D.C.

f. Films

- 1) "Mexico, Land and People", Encyclopaedia Britannica Films. (Eng. or Sp. sound track), 30 min., c/bw.

- 2) "Arts and Crafts of Mexico," Encyclopaedia Britannica Films. (Eng. or Sp. sound), 30 min., c/bw
- 3) "El Perico", Sigma Educational Films, 11 min., c/bw. Spanish sound.
- 4) "La Piñata", Sigma Educational Films, 11 min., c/bw. Spanish sound.
- 5) "El Cumpleaños de Pepita", International Film Bureau, c/bw, 16 min. (Eng. or Sp. sound)
- 6) "Spanish Countryside," Frith Films, 16 min. c/bw. (Eng. or Span. sound)
- 7) "Pronunciation y Acentuation," Bailey Films, bw
- 8) "La Gallinita Roja", Film Associates, 16 min., c/bw. (Spanish)
- 9) "Fray Felipe", Film Associates, 16 min., c/bw. (Spanish)
- 10) "Caperucita Roja", Film Associates, 16 min., c/bw. (Spanish)
- 11) "Los Tres Osos", Film Associates, 16 min., c/bw (Spanish)
- 12) "El Tortillero: A Folk Song in Spanish", Sigma c/bw 11 min. (Spanish)
- 13) "El Gallito Que Hace Salir El Sol", Coronet. 10 min., bw. (Spanish)
- 14) "El Patito Feo", Coronet. 10 min., bw. (Spanish)
- 15) "Spanish Influence in the United States", Coronet, c/bw, 10 min. English sound track.
- 16) "Spanish Enriches the Curriculum", Bailey Films, Inc. c/bw, English.
- 17) "La Familia Sanchez", Encyclopaedia Britannica Films, 11 min., bw. (Spanish)
- 18) "El Angelito", Coronet Films, 14 min. bw (Spanish)
- 19) "Un Viaje a México", Encyclopaedia Britannica Films. 11 min. bw (Spanish)

g. Recordings

- 1) "Canciones para la clase de español", Ruth de Cesare. Los Angeles, Calif. Bowmar Records. One 12" 33 1/3 rpm disc. \$4.95. Accompanying book with music and words.
- 2) "Cantemos en Español", Idyllwild Record Co., Book, Volume I, Volume II. Idyllwild, Calif. 1961. Spanish and Latin American Folksongs. 33 1/3 rpm. Teacher's books, music and words. Discs, \$3.95 each; teacher's book additional.
- 3) "Children's Songs from Spain", Karen James and Isabelita Alonso, Folkways Records and Service Corp., 121 West 47th Street, New York 36. 33 1/3 rpm. Text. \$5.95.
- 4) "Canciones de España", Germaine Montero, Vanguard Recording Society, Inc., New York. 33 1/3 rpm. Folk songs of Spain. \$4.95, text.

- 5) "Mexico" It's Sounds and People", Documentary. 33 1/3 rpm. Wible Language Institute, 24 South 8th Street, Allentown, Pennsylvania. Church bells, carols, children playing, music, bull ring, street noises, Christmas. \$3.95.
- 6) "On Location - Spain", Decca Records, Goldsmith's Music Shop, Inc. 401 West 42 Street, New York. Market sounds, gypsy dancers, flamenco, group singing, guitars, church bells. \$4.95.
- 7) "Spanish is Fun", Gems of Wit and Wisdom in Spanish", SMC Pro-Arte, Spanish Music Center, Inc., New York 36. Proverbs, rounds, tongue-twisters, riddles, anecdotes, songs. Text. \$4.95.
- 8) "Cantemos Niños", Idyllwild, Calif. Idyllwild Record Co. 33 1/3 rpm. \$5.95. Songbook \$1.50. Music, with words in Spanish and English.
- 9) "Let's Sing Songs in Spanish", Ottenheimer Publishers, Inc., Baltimore 15, Maryland. 33 1/3 rpm, \$5.95. Eight songs with instructions for learning. Text
- 10) "Speaking Spanish While Singing", Mercedes Navarro Cameron, SMC Pro-Arte, Spanish Music Center, Inc., New York 36.
- 11) "Vamos a Cantar", Folkways Records. Folkways Records and Service Corp., 121 West 47th St., New York 36. Text. \$5.95
- 12) "Paso a Paso, Poetry and Prose for Children," Folkways Records, Folkways Records and Service Corp., 121 West 47th Street, New York 36. \$5.95

h. Spanish-Speaking Consulates in San Francisco:

ARGENTINE CONSULATE, 870 Market Street, (YU 2-3050)
 BOLIVIA, CONSUL GENERAL OF, 821 Market Street (SU 1-5481)
 CHILE, CONSULATE OF, 870 Market Street (YU 2-7662)
 COLOMBIA, CONSULATE GENERAL OF, 9 First Street (DO 2-0080)
 COSTA RICA, CONSULATE GENERAL OF, 785 Market Street (EX 2-8488)
 DOMINICAN REPUBLIC, CONSUL GENERAL OF, World Trade Center, (SU 1-7651)
 ECUADOR, CONSUL GENERAL OF, 1095 Market Street (UN 1-7516)
 EL SALVADOR, CONSULATE GENERAL OF, World Trade Center (SU 1-7924)
 GUATEMALA, CONSULATE GENERAL OF, 9 First Street (SU 1-0018)
 HONDURAS, CONSULATE OF, 9 First Street (EX 2-0076)
 MEXICO, CONSULATE GENERAL OF, 870 Market Street (EX 2-5554)
 NICARAGUA, CONSULATE GENERAL OF, 9 First Street (DO 2-2276)
 PANAMA, CONSUL GENERAL OF, 785 Market Street (DO 2-1145)
 PARAGUAY, CONSULATE OF, 870 Market Street (YU 2-9424)
 PERUVIAN CONSULATE GENERAL, 785 Market Street (DO 2-5185)
 PHILIPPINES, CONSULATE GENERAL OF, World Trade Center, (YU 2-3271)
 SPAIN, CONSULATE GENERAL OF, 690 Market Street, (GA 1-6021)
 URUGUAY, CONSULATE GENERAL OF, 607 Market Street (YU 6-3894)
 VENEZUELA, CONSULATE GENERAL OF, 821 Market Street (GA 1-5172)

III. Evaluating Pupil Accomplishment in FLES

- A. "Provision should be made for periodic evaluation of pupil achievement, even though much evaluation must be subjective, especially in the early stages."¹⁹**
- B. The effectiveness of the language program may be determined by evaluating the pupil's ability to:**
 - 1. Respond spontaneously to greetings.
 - 2. Understand simple sentences.
 - 3. Pronounce and enunciate words in the target language correctly.
 - 4. Ask and answer simple questions.
 - 5. Participate in conversations about family and friends.
 - 6. Describe activities at home, in school and in the community.
 - 7. Understand and appreciate the customs and traditions of a foreign people.
 - 8. Recognize the contributions of other cultures to our way of life.²⁰
- C. Possible techniques for evaluating achievement.²¹**
 - 1. Tests should be made to measure each skill, one at a time, and for combinations of skills.
 - 2. Types of listening tests.
 - a. Multiple choice
 - 1) Picture answer
 - 2) Item completion
 - 3) Rejoinder
 - b. True-False
 - c. Phonetic discrimination
 - 3. Types of speaking tests (evaluate comprehension, pronunciation, fluency, accuracy).
 - a. Imitation and repetition of model
 - b. Statement completion
 - c. Questions and response
 - d. Cued response
 - e. Cue pictures
 - f. Change of tense
 - g. Oral reading (fluency)
 - h. Transformation and substitution drill
 - 4. Reading tests
 - a. Multiple choice
 - 1) Paragraph questions
 - 2) Completion

- b. Rejoinder
- c. Questions and answers
- d. Matching

5. Writing tests

- a. Dictation
- b. Question and answer
- c. Completion
- d. Response to picture clue
- e. Restatement
- f. Substitution
- g. Cued expansion
- h. Transformation and substitution

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Foreign Language in Elementary Schools. Springfield, Illinois Curriculum Program, Office of the Superintendent of Public Instruction, c. 1964.

Guidelines: Some Agreements about the Teaching-Learning of Modern Languages. Columbus, College of Education, Ohio State University, c. May 1965.

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Brooks, Nelson. Language and Language Learning, Theory and Practice. New York, Harcourt, Brace and World, 1960.

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FOOTNOTES

PART I

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3. Foreign Languages in the Elementary School, A Guide for Administrators, Teachers and Parents, Bulletin No. 305, Indiana, pp. 15-16.
4. Wilder Penfield, Address delivered to the American Academy of Arts and Sciences in Boston, 1953.
5. Roman Jakobson, "Aphasia as a Linguistic Problem," On Expressive Language, p. 70.
6. John B. Carroll, "Language Development of Children," Encyclopedia of Educational Research.
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14. Penfield, op. cit.
15. Carroll, op. cit.
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17. FLES, A Guide, Indiana, op. cit., p. 3.
18. Ibid., p. 9.
19. Guidelines: Some Agreements about the Teaching-Learning of Modern Languages, Columbus, pp. 8-9, 15-16.

20. FLES, A Guide, Indiana, op. cit., pp. 9-11.
21. Ibid.
22. Guidelines: Teaching-Learning of Modern Languages, op. cit., pp. 15-16.
23. FLES, A Guide, Indiana, op. cit., p. 6.
24. Modern Foreign Languages and Your Child, p. 6.
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29. Spanish in Elementary Schools, op. cit., pp. 6-7.
30. FLES, A Guide, Indiana, op. cit., p. 6.
31. Pioneering Spanish Program, op. cit., p. 6.
32. Spanish in Elementary Schools, op. cit., pp. 23-41.
33. Pioneering Spanish Program, op. cit., p. 6.
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42. Preliminary Report, FLES, op. cit., pp. 1-2.
43. FLES, A Guide, Indiana, op. cit., p. 9.

FOOTNOTES

PART II

1. Modern Foreign Language in the Elementary School, Teaching Techniques, p. 3.
2. Nelson Brooks, "The Meaning of FLES," FLES PACKET-A Compilation of Materials on the Teaching of FLES, p. 1.
3. Modern FLES Teaching Techniques, op. cit., p. 11.
4. "A Foreign Language Program in the Elementary School," FLES PACKET, p. 3.
5. MLA Teacher's Guide for FLES, pp. 0.1-0.3.
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p. 4.
8. Nelson Brooks, Language and Language Learning, pp. 211-215.
9. A Guide for Instruction in Modern Foreign Languages, Minnesota,
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p. 32.
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15. Foreign Language Teaching: Ideals and Practices, p. 12.
16. Ibid.
17. Ibid., p. 13.
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20. Instructional Guide for Spanish in Elementary Schools, Los Angeles, p. 2.
21. Guidelines for the Teaching of Foreign Languages in Santa Clara County, p. 8.